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ABSTRACT

The educational component of this program was planned to offer a variety of educational experiences to meet the needs of the community. The following projects were included: (1) communications skills laboratories; (2) extended day; (3) lead teacher and inservice training; (4) preschool; (5) social worker; and, (6) community schools and tutorial. Since 1969-70 was considered a planning year for the program, a descriptive report was deemed most suitable for evaluation. (Author/JW)

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Vol. IV, No. 1 October, 1970

DESCRIPTIVE REPORT ON EDUCATIONAL COMPONENT OF MODEL CITIES

1969-70

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PREFACE

The educational component of the Model Cities Program was planned to offer a variety of educational experiences to meet the educational needs of all age groups in the community, preschool through adulthood. The strategy employed to achieve the objectives of the program was to offer an educational program that was attractive and relevant to the needs of the members of the community. The educational component included the following programs:

I. Communication Skills Laboratories
II. Extended Day
III. Lead Teacher and Inservice
IV. Preschool
V. Social Worker
VI. Community Schools and Tutorial.

Fiscal year 1969-70 was considered to be a planning year. Therefore, a descriptive report was deemed most suitable to evaluate the educational component of the Model Cities Program during 1969-70.

Detailed evaluative plans for all 1970-71 program activities were developed during June, 1970, and are on file in the Division of Research and Development, Atlanta Public Schools, 224 Central Avenue, S. W., Atlanta, Georgia. The plans are not being published in this report because they are currently being revised in order to accommodate recent budgetary and program modifications. Accordingly, questions regarding these evaluative plans for 1970-71 may be directed to the Division of Research and Development, which will publish these revised plans during November, 1970.

I. COMMUNICATION SKILLS LABORATORIES

Introduction

Dialects found in the United States are regional and social in nature. The deviations among dialects exist in three areas: pronunciation, vocabulary, and grammatical structure. Regional variations existing in the pronunciation and vocabulary items within standard English rarely impede communication. Linguistic scholars have determined that grammatical systems exist in all dialects, but that these systems are not so dissimilar that communication cannot occur among speakers of different dialects within a language. Standard English in the United States, in which many regional variations in pronunciation and vocabulary are noticeable, employs certain grammatical patterns which are generally used by most of the educated English-speaking people in this country. Deviations from these patterns may handicap individuals in educational and economic situations.

For several years the Atlanta Public School System had realized that there were many children who were not fulfilling their potential due to problems of communication related to dialect. Accordingly, an experimental program, Communication Skills Laboratories (CSL), was instituted in 1965 to teach the four language arts skills of listening, speaking, reading, and writing. The people responsible for instituting and implementing this program were among the first in this new field. They realized that the teacher must offer the pupil the opportunity to learn the standard English of his geographical region in order that every child may have an equal opportunity to fulfill his potential.

It is essential to state at this point that CSL teachers do not attempt to abolish the nonstandard dialect. These teachers accept the pupil's dialect as an integral part of his culture, as a separate grammatical system, and as an appropriate form of speech in many situations. The teachers, however, assist the pupil in developing English language patterns which are considered to be standard in this geographic region. This development will hopefully progress to the stage where the pupil will be able to exercise command of standard English in required situations, such as in school or in occupational situations, while he retains his original dialect to use in those situations which he considers appropriate.

> Language is so ingrained in personality that change can be affected only by individuals who are properly motivated. Such motivation must overcome the following obstacles:

Self-consciousness about the language of family, friends, community, and socioeconomic class.

Pressures exerted by adolescent peer groups against deviation from this accepted language pattern.

Past censure of pupils' language which they have interpreted as rejection.

Past experience with negative correction of isolated items of linguistic behavior instead of positive teaching within a total system (Board of Education of the City of New York, 1968).

The responsibility falls upon CSL teachers to motivate pupils to the degree necessary to overcome the obstacles mentioned above in order that the pupils may perform the necessary practice drills and oral activities for becoming aware of the standard dialect of the community. Guidelines for bringing about these changes are listed below:

Utilization of many diversified oral approaches in the classroom, to enhance interest and increase the rate of acquisition of standard English speech.

Continuous review of standard speech patterns and sounds previously mastered.

Maintenance of a relaxed classroom climate where pupils feel free to speak and to accept peer criticism in a workshop atmosphere.

Use of interrelationships of speech with other aspects of the language arts, to provide reinforcement of oral expression in standard English.

Provisions for pupils to acquire good diction without concomitant discomfiting corrections by the teacher, through real and vicarious experiences, through media, and through active participation in discussions of all types.

Fostering and practice of good human relations, so that pupils want to identify with speakers of standard English (Board of Education of the City of New York, 1968).

These guidelines emphasize the point that a second dialect cannot be taught by incidental correction. CSL teachers provide motivation and understanding for the pupils and then implement a sequential program by defining individual goals in the areas of listening, speaking, reading, and writing.

Description

A total of twenty-two Communication Skills Laboratories were in operation during the 1969-70 school year. The program served 2,557 pupils in the eighth and ninth grades during this year. The Model Cities Program funded three of these laboratories (located at Parks Junior High, Roosevelt High, and Smith High schools) which served 300 pupils.

The CLS program is offered developmentally for three quarters. It is considered a course within the English department for which high school credit in English is given. In most cases there are two instructors assigned to each laboratory. They teach during four or five periods each day, with no more than 30 pupils in each of the fifty-five-minute class periods. The pupils are chosen from the seventh grade pupils in 65 feeder elementary schools who have intelligence quotients (IQ's) above 70, but who read on the fourth-grade level or below. Instruction is individualized according to each child's needs. Listening, speaking, reading, and writing are taught by interrelated methods. Appropriate equipment and materials are available in each laboratory.

Listening skills are given great emphasis in the laboratories, since 75 per cent of one's total communication time is spent in listening and speaking and only 25 per cent in reading and writing. The pupil learns to distinguish the different purposes for listening (as following directions or getting conclusions) and adapts his listening skills in terms of these purposes. He learns to appreciate audio forms of artistic expression (as music, plays, poems, or choral readings). His listening performance is observed and assessed.

In the area of spoken language, standard English is taught by foreign language audio-lingual methods, using pattern drills constructed by the staff and the teachers of CSL. A packet of nine basic lesson plans which are used for motivating pupil interest in the oral drill practice has been developed by the CSL staff. The aims of the series are to assist the pupil (1) in distinguishing between nonverbal and verbal communication; (2) in understanding three dimensions of oral language -- slang, jargon, and dialect -- especially standard English dialect; and (3) in comprehending the basic drill procedure.

The lessons which are supplemented where needed include activities in nonverbal communication such as the use of facial expressions, gestures, and bodily movements, or playing charades. Communication in various kinds of language is investigated. Slang is discovered to be the use of words invented to convey a particular meaning

or the use of old words with new meanings. Jargon is understood to be the special language of a particular group whose occupation, profession or special interest can be identified by their conversation. Dialects, the pupils are led to understand, are varieties of speech which are regional or social within a single language. Dialects closest to those used in the Atlanta area are identified by pupils listening to prerecorded tapes. Standard Southern English is presented as the dialect in which most of a community's educational, occupational, and professional activities are conducted. The foreign language technique of using pattern practice drills is explained, and the importance of careful listening and accurate repetition is emphasized.

It is reasoned that the drills aid pupils in developing an automatic control of standard English patterns. Since the pattern drills do not depend on rules as a means of language learning, the value judgments inherent in traditional English classrooms are eliminated. Since, according to Ellison (1964), "... the way to teach new forms or varieties or patterns of language is not to attempt to eliminate the old forms but to build upon them while at the same time valuing them in a way which is consonant with the desire for dignity which is in each of us."

Packet II is a good example of an oral drill packet. It includes 11 lessons involving regular present verbs. The sounds used with the third person singular are introduced separately and then presented in combined form. The "es" sound is handled first because it is easily isolated. There are two complete sets of oral drills to allow the pupils to hear and speak this structure. The "z" sound is presented in two sets of drills and is followed by reading-writing activities. There are two drills and an appropriate activity on the "s" sound. All three sounds are then combined for one drill and one reading-writing activity. The last lesson is a review of nonlanguage communication in the form of a pantomime.

Through the use of these techniques the pupil is led to recognize the purpose of oral language, to convey thoughts and feelings effectively to a listener. He learns to speak loudly enough to be comfortably heard, to articulate and enunciate clearly, to match his rate of speech to the ideas or feelings he is sharing, and to speak fluently and without hesitation. An atmosphere is provided in which pupils are valued for their individuality and in which they can speak comfortably with freedom and openness. The pupil is made aware of his own verbal behavior and the reactions of others to this behavior. He learns he must practice courtesy and show tact in group situations so that the participants can express different ideas. The pupil is encouraged to utilize and expand upon the ideas of others when involved

in discussions. Most important, the pupil learns to distinguish between formal and informal speech and is provided experiences in which he must select speech appropriate to both audience and purpose.

Reading is taught by a variety of methods. The Language Master and various programmed reading series have proven to be successful techniques with nonreaders. Reading problems above this level are attacked by the use of various machines, commercial programs, and materials constructed by laboratory teachers. Small group reading sessions are most effective. Also, there are various reading activities and games to be used by pupils without the teachers' assistance.

The pupil is provided with reading material which is challenging and interesting to him. His individual reading habits are observed by the teachers who try to correct his specific reading problems. The pupil is taught to read effectively for differing purposes, adapting reading to the need for comprehension and recall. He learns to read for the main idea, for pertinent details, and for inferential conclusions. The pupil is encouraged to read at a comfortable rate and to read silently without visually mouthing the words. He is checked regularly for comprehension and speed. In addition, reading skills are taught by which the pupil increases his vocabulary. He is taught to recognize specific words by sight and to use phonetic analysis to learn and understand new words. He uses structural analysis (prefixes, suffixes, root words, parts of compound words, syllables, and contractions) to build his vocabulary, comprehension, and usage skills.

Writing is a means of demonstrating language learning and of expressing one's thoughts, feelings, and beliefs. The pupil is provided stimuli for writing and is encouraged to draw upon his direct and vicarious experiences to create new experiences and express them in writing. Most of the laboratories permit the pupils to write in their private "journals" three or four days a week for several minutes. These entries are never corrected for mechanical errors, but are always read by one of the teachers, who makes an appropriate comment on the journal entry. The pupil is given praise and encouragement; this contributes toward his desire to write. Other writing exercises lead him toward better ways of expressing himself. Part of the teaching of composition occurs in the reading and writing follow-ups of oral drills. The pupil is encouraged to use appropriate conventions associated with the writing act (such as spelling, punctuation, and capitalization) in agreement with accepted forms. Handwriting, as part of the process of composing, is taught accompanied by music in several of the laboratories.

Clearly, then, the CSL program is concerned with the total development of the individual. Through its varied techniques and activities the program provides opportunities for an individual to improve his self-image and to experience recognized successes daily by helping him with his specific language problems and by encouraging him, so that he will gain confidence in his new ability to use oral and written standard English appropriately and effectively.

Results, 1969-70

A sample of the Model Cities pupils participating in the Communication Skills Laboratories was selected in September, 1969. The *Georgia Informal Reading Inventory* was administered to these pupils. This same group was retested in May, 1970, after three quarters of individual and group instruction. The mean scores for the oral and silent reading subtests are shown in Table 1.

TABLE 1

MEAN SCORES OF ORAL AND SILENT READING SUBTESTS
OF THE *GEORGIA INFORMAL READING INVENTORY*

Georgia Informal Reading Subtests	Pretest Mean	Posttest Mean
Oral	4.0	6.0
Silent	3.8	5.9

The results evidenced an average increase of two years in oral reading comprehension and an average increase of two years, one month in silent reading comprehension.

The *PERC Auditory Discrimination Test* and the *CSL Pronunciation Test* were administered to a sample of Model Cities pupils in September, 1969, and in May, 1970. A gain score *t* test was performed on the raw scores obtained. The results are shown in Table 2.

The results showed a positive significant difference between pretest and posttest results for the *PERC Auditory Discrimination Test* and the *CSL Pronunciation Test*. This testing indicates that the CSL program positively affected the pupils' performance in the communication skills of listening, speaking, and reading. These test results were submitted by CSL teachers as an informal evaluation of the performance of their pupils. Therefore, the conclusions drawn must be interpreted

TABLE 2

RESULTS OF GAIN SCORE *t* TESTS PERFORMED ON THE RAW SCORES OF THE *PERC AUDITORY DISCRIMINATION TEST* and the *CSL PRONUNCIATION TEST*

Test	Pretest Mean	Posttest Mean	*t* test
PERC Auditory Discrimination	31.36	33.58	3.56 **
CSL Pronunciation	17.55	20.15	4.30 **

** Significant at the .01 level.

with regard to the variables associated with an informal testing program of this nature.

Objectives for 1970-71

In June, 1970, the following objectives were selected for the Communication Skills Laboratories (CSL) during 1970-71:

Pupils will:

A. Develop more positive self-concepts.

B. Indicate a more positive attitude toward reading and writing experiences.

C. Develop proficiency in listening skills.

D. Recognize linguistic deviations from standard English speech.

E. Increase their ability to speak in coherent sentences with attention to standard English syntax, morphology, and phonology.

F. Increase their reading ability to the city-wide median.

G. Combine sentences of their own composition in paragraphs which are correct according to selected details of the mechanics of writing.

H. Use ideas in their writing which reflect their own unique, original and personally relevant thoughts.

References

Board of Education of the City of New York, *Nonstandard Dialect*. Champaign, Illinois: National Council of Teachers of English, 1968, pp. 2-3.

Ellison, Ralph. Quoted in *Social Dialects and Language Learning*, (Ed.) Roger Shuy. Champaign, Illinois: National Council of Teachers in English, 1964, p. 71.

II. EXTENDED DAY PROGRAM

Introduction

It is necessary to provide education for disadvantaged children who have not been served adequately in the past. The term disadvantaged refers to "groups of populations which have in common such characteristics as low economic status, low social status, low educational achievement, tenuous or no employment, limited participation in community organizations, and limited ready potential for upward mobility," (Gordon, 1966).

While parents of disadvantaged children are working, the children remain with an older sibling or with an unemployed adult in the neighborhood. When the parents return after the frustrations of a day's work, the atmosphere hardly encourages much concern with child care. Consequently, these children are given few opportunities to talk, ask questions, and seek answers. "Skill with words and comprehension of ideas that sprout from the thoughts behind words are probably the most essential prerequisites for formal learning. Yet, these are exactly the skills most lacking in the disadvantaged child," (Hechinger, 1966).

Because society demands competence in the development of concepts and the use of knowledge, school programs must provide the freedom for exploration and experimentation. Compensatory education offers the experiences and educational techniques appropriate to these children's needs. Such education must concentrate on "learning to learn" as a continuous process throughout life, rather than focusing on content mastery.

It is not uncommon for disadvantaged children to encounter excessive failures in their usual school experiences. Such failures add to a child's sense of inferiority which in turn, further damages his self-image. It is imperative that a school program be characterized by success if each child is to develop his potential to the fullest. Activities must be presented in which the disadvantaged child can experience a real feeling of worthiness. Pride and confidence are needed for undertaking academic work. By providing a highly stimulating and educationally oriented environment before, during, and after normal school hours, the school will improve its chances of producing significantly positive changes in its pupils.

Parents of disadvantaged children generally have a limited understanding of the school's efforts and goals. Since parental attitudes are often transferred

to their children, it is of vital importance that these parents become involved in the school programs, so they may develop an understanding of the school's efforts and goals. Furthermore, the school program must utilize community resources if it is to be effective in stimulating and encouraging disadvantaged children to learn.

Description

The Extended Day Program is an integral part of the regular school program, which is expanded both horizontally and vertically. It provides pupils with a sequence of specially planned activities known as enrichment classes. At present the Extended Day Program is implemented in four Model Cities schools, E. P. Johnson, Pryor, Crogman, and D. H. Stanton. The assignment of the program to these four Model Neighborhood Area (MNA) schools was judged on the basis of which schools could provide the greatest amount of coverage for the various MNA communities. Residents of the designated neighborhood area are told about their schools' Extended Day Programs through Social Service Committee meetings, community newspapers, and their children.

The coordinator of extended day activities works out of the Model Neighborhood Office, supervising the lead teacher from each of the four schools. In turn, the lead teachers serve as administrators and resource persons for the four regular school teachers and the forty-four instructors, who do not necessarily have professional certification from the Atlanta Board of Education. The regular classroom teacher who attends the Extended Day Program in each school is relieved of regular classroom activities to devote full time to administrative tasks regarding the special needs of the children involved in this program.

The Extended Day Program, operating between 7 a.m. and 6 p.m., is open on a voluntary basis to all pupils from kindergarten through the seventh grade in the four participating schools. The program is set up after consultations with parents, the regular school staff, and resource personnel. It is then developed according to the competencies and creative abilities of the staff members in response to particular pupil needs. Sufficient staff members are provided to meet Georgia State Day Care standards, so that day care needs are adequately met.

Evenly distributed among the four schools are 60 part-time and 8 full-time teacher aides. The aides must be MNA residents, at least 18 years of age, and with a minimum of a seventh grade education. This not only provides employment for some MNA residents, but also provides the opportunity for qualified aides to

enroll in formal course work in any of the local colleges or universities. This educational opportunity for teacher aides is provided through funds of other non-supplemental projects.

The general function of the teacher aides is to increase the effectiveness of the overall instructional program by relieving teachers of nonprofessional duties. Aides may be engaged in clerical, kindergarten, or snack activities. Their tasks vary according to school, teacher, and pupil needs. Some of these aides are parents of children participating in the Extended Day Program.

In addition to this parental involvement opportunity, there are many opportunities for parent visitation to MNA schools. Parents are encouraged to volunteer their services to enrichment activities, such as accompanying pupils on field trips.

Generally, ten to twenty pupils participate in each enrichment class. Each pupil remains in his requested class for the entire quarter, or during a ten-weeks period. Classes may meet once a week or every day of the week, depending on the school, staff, and pupils. Although most enrichment classes convene before or after the regular school day, some do convene during normal school hours. These classes are creatively structured with definite cognitive and affective goals for the participants.

Enrichment teachers encourage the children to develop their strengths and skills on their own -- so that pride, self-discipline, and self-confidence are fostered. The pupils learn to share and to listen to each other in further developing their own skills. Sensitivity and understanding are acquired along with these skills. Cooperative inquiry is a necessity. Since grades are not given, a relaxed atmosphere without competitive pressures is part of each classroom. This inevitably reduces individual anxiety.

Classes in the Extended Day Program include the following:

A. Writing -- gives children a chance to express themselves creatively through words, also reinforces the structure and development of grammar and syntax.
B. Reading -- provides the opportunity for enjoyable reading and the stimulation of discussions, also developing good reading habits.
C. Arithmetic -- teaches the processes involved in problem solving and their applications to real life situations.

D. Homework -- develops an appreciation and interest for studying and individualized tutorial or remedial services for those pupils needing it.

E. Typing -- offers instruction in using the manual typewriter.

F. Basic Sewing -- aids children in the care and creation of personal clothing and helps them to select the appropriate materials and patterns.

G. Recreation -- helps the child to understand his body in relation to physical activity, teaches various recreational games and sports, and provides equipment for active participation.

H. Photography -- teaches pupils how to take and print photographs, thus developing self-expression and creative compositions.

I. Art -- fosters various levels of creativity by experimenting with various mediums and techniques to fulfill expressive needs.

J. Drama -- encourages emotional release and better speech and attempts to eradicate problems of shyness.

K. Industrial Arts -- aids pupils in the development of craftsmanship, the use of equipment and various materials, and the planning, and execution of projects.

L. Dancing -- concentrates on motor skills and rhythmic expression, also teaching dance steps and their associated music.

M. General Anthropology -- helps in the understanding of environments by giving pupils a perceptual feeling for different cultures through films, artifacts, and music.

N. Music -- teaches the use of a piano or guitar to create melodies, the playing of solos and duets, and the basic elements of music theory.

O. Model Car Designing and Building -- develops mechanical and creative skills and knowledge of cars and provides some vocational education.

P. Black Studies -- exposes pupils to black culture and achievements in an effort to improve self-concepts.

Q. Extended Day Kindergarten -- expands the regular school kindergarten program by adding morning and late afternoon classes.

R. Beauty and Charm -- emphasizes good grooming and manners to instill personal pride in the pupils.

Various community agencies cooperate with the Extended Day Program in an effort to further enrich the program's activities. Story hours and films are brought to the four schools on behalf of the community Store Front Libraries. In order to

provide a broadened awareness of the surrounding environment, trips are often planned and sponsored for the children. Such a trip was sponsored by the Atlanta Life Insurance Company during which the children visited the George Washington Carver Museum, the home of Booker T. Washington, and the Chapel at Tuskeegee Institute, Tuskeegee, Alabama. Other trips have involved attending the International World Bazaar at Georgia State University and the Afro-American exhibit at Atlanta University. Parents, instructors, and aides have accompanied the pupils on these rewarding trips.

Because the Extended Day Program is incorporated into the regular school program, a wide variety of special events have been planned and executed by enrichment class pupils for other pupils, the community, and the Parent-Teacher Association (PTA). One special presentation involved a Black African Exhibit Room and a show of African and spring clothes made by the pupils.

A summer school Extended Day Program has been established. When the regular six-weeks summer quarter is not in session, the schools still remain open from 7 a.m. to 6 p.m. This program is also provided with the necessary staff needed to meet Georgia State Day Care Standards.

Objectives for 1970-71

In June, 1970, the following objectives were selected for the Extended Day Program during 1970-71:

A. Children, functioning in an environment geared to promote positive changes in self-concepts, will exhibit significant changes in the following specific areas:

   1. Self-reliance
   2. Sense of personal worth
   3. Sense of personal freedom
   4. Feeling of belonging
   5. Withdrawing tendencies
   6. School relations
   7. Total social adjustment.

B. Children who have experienced activities designed to foster and stimulate creativity will exhibit significant changes in the following areas of creativity:

1. Flexibility
2. Fluency
3. Originality
4. Elaboration.

Research has shown that continued experiences focusing on accomplishment will develop positive self-concepts. It is expected that children will transfer their newly found confidence to their regular school subjects. Therefore, a significant change in academic achievement should occur.

Similarly, creativity development in the child will challenge teachers to structure improvements and changes in the curriculum. Neither of these two by-products of the Extended Day Program can be experimentally controlled and evaluated in the present situation, but their occurrence and description in this report should precipitate further exploration.

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III. LEAD TEACHER AND INSERVICE TRAINING

Introduction

Lead Teacher and Inservice Training programs were established to provide the professional and paraprofessional staff members of the Model Neighborhood Area (MNA) schools with more appropriate training in teaching socio-culturally disadvantaged pupils. The seven lead teachers of the MNA schools conducted the inservice training -- including two lead teachers for the early childhood education workshop, two for reading, and three for mathematics. Approximately 750 certified teachers and paraprofessionals participated in these joint programs. Special emphasis was given to new teachers and transferred teachers in order to facilitate their adjustment.

These combined programs stressed the individualization of instruction. Audio-visual, manipulative, and supplementary materials were used to create learning experiences which were concrete in nature. Each of the three inservice workshops exposed the participants to various methods and techniques for improving and making the curriculum relevant to pupil interests and needs. Teachers were encouraged to be as creative, innovative, and experimentative as possible. The lead teachers individually visited the nine MNA schools and demonstrated various situational methods and teaching materials for the MNA teachers. An attempt was made to improve, on a one-to-one basis, the various teaching skills needed for effective teaching.

The main goal of the Lead Teacher and Inservice Training programs was to bridge the gap between the theory of teaching and the function of teaching.

Description

The lead teachers of the Model Neighborhood Area schools are instructional generalists who conducted the inservice training program for the explicit purpose of helping the participating MNA teachers to narrow the gap between the function of teaching and the theory of teaching. These lead teachers also entered the classrooms to demonstrate practical applications of the various methods and theories taught in the inservice program workshops. In addition, they showed the classroom teachers how to utilize various audiovisual aids and manipulative materials.

There were fifteen schools in which the seven lead teachers assisted the classroom teachers. By spending one day at each school, the lead teachers were able to

visit each participating teacher's classroom every fifteen days. Although the lead teachers were instructional generalists, each lead teacher generally served as a consultant in a special area of concentration. Two lead teachers concentrated in early childhood education, two in reading, and three in mathematics. A total of about 750 certified teachers and paraprofessionals participated in the Lead Teacher and Inservice Training programs. These joint programs placed special emphasis on assisting new and transferred teachers in order to facilitate their adjustment.

Lead teachers also advised personnel of another MNA educational program, the Extended Day Program. The early childhood lead teachers led planning sessions with kindergarten teachers at several schools and recommended materials to be used each week.

The inservice training program was basically divided into the three workshop courses of early childhood education, mathematics, and reading. Each course was subdivided into two phases, each phase consisting of ten two-hour sessions. For each phase which the teacher completed, he received two and one-half hours of salary increment credit. These three workshops were generally devoted to the actual training in the techniques of analysis, diagnosis, and prognosis of the learning problems of each pupil in order to teach to his specific needs. The major emphasis of the inservice training was to train the teachers to become more efficient in preparing individualized instructional materials.

The initial sessions of the inservice program stressed the learning difficulties of the socio-culturally disadvantaged pupils. These were identified by the teachers to include the following:

A. Restricted language patterns
B. Underdeveloped visual and auditory perceptual abilities
C. Motoric, concrete, and nonverbal expressive styles
D. Abnormally short attention spans
E. Lack of experiential background, which has relevance for school learning
F. Low levels of aspiration
G. Negative self-concepts
H. Lack of environmental sensory and cognitive stimuli.

The Early Childhood Education Workshop explored, through critical analysis, the importance of the early years and the educational implications for teaching young children during their formative years. The course was designed so that teachers could acquire and utilize additional techniques and skills for helping develop the full potential of each disadvantaged preschool and primary child. New cognitive and manipulative materials were examined and demonstrated with emphasis upon identifying concepts to be derived from their use. Some of the materials included the *Bank Street Interrelated Materials*, *Language Lotto Kit*, *Children's World Chest*, and the *Peabody Language Development Kit*. Participants were urged to be creative and to make additional materials for classroom implementation. Special activities were planned and strongly suggested for the improvement of verbal interaction and factual discovery in a relaxed atmosphere.

Under the guidance of the lead teachers in the early childhood education course, the participants developed a systematic teaching program which recognized both the strengths and weaknesses of the preschool and primary child. Through discussion groups, various methods and techniques of structuring flexible and enjoyable activities were exchanged. Suggested materials and games were distributed, as well as recommended sources of reading. The developmental steps of growth were given special consideration, so that the teachers had a basis for comparison. The MNA teachers were strongly encouraged routinely to keep anecdotal records of each child's unique responses to life situations so that a pattern may be recognized and analyzed for purposes of remediation.

Participants of this workshop studied and compared the trends in early childhood education such as nongraded programs, school organization educational programs (Head Start, Follow Through, and the like) and procedures of teaching such as those suggested by Piaget, Bruner, Robinson, Spodek, Deutsch, and others. Many class projects were suggested and utilized in the classrooms. One project involved the development of an evaluative scale for four-to-six-year-olds, which aided the teachers in estimating levels of maturity in relation to various aspects of physical, mental, social, and emotional development. Another project involved interviewing three pupils and their families to find out their aspirations, their weekly schedule of activities, and the types of activities the family enjoyed together, and then utilizing this information in planning a schedule. A third project encompassed the creation of at least three games, puzzles, musical instruments, or manipulative materials which could be used to teach a concept.

An evaluation of the early childhood education instructional program and its enrollees was accomplished by using reports on required readings and a required anecdotal record of interesting activities and problems encountered, which were turned in by-weekly to the lead teacher-instructor. However, implementation of classroom learnings was the major criterion that the instructor was concerned with during school visits.

Because this early childhood course involved reading and mathematics -- as well as music, science, art, and language -- the instructors occasionally utilized the services of other lead teachers who had concentrated their training on reading or mathematics. The early childhood lead teachers, in turn, served as consultants for parental involvement when needed. The parental consultant presented language development activities that would assist the parents in strengthening the skills taught in school. Pupil-parent leaflets that were informative and supportive of the programs in progress were distributed. The consultants recommended that the parents (1) encourage reading and writing in the home, (2) extend the vocabularies of the children with words that tell how things move and how things relate to each other, and (3) compare and contrast the objects which the children can see, hear, touch, smell, and feel.

The mathematics inservice course was based on the laboratory approach whereby teachers were familiarized with many manipulative materials which embody abstract mathematical concepts. This enabled the teachers to determine the many applications of new materials and ideas within the total mathematical sequence characterizing the elementary school, the secondary school, and the college program. The participants were exposed to mathematical concepts in an active, materials-centered situation. They were involved in the creation of an individualized mathematical learning environment. Creativity, innovativeness, and originality in techniques and methods of teaching mathematics were consistently encouraged.

The many manipulative devices utilized in the teaching of mathematics, as demonstrated by the lead teachers, involved attribute blocks, balance beams, multi-base blocks, measuring tapes, stop watches, and strings.

On the first day the films entitled "I Do," "I Understand," and "Math Alive" were shown. The purpose was to give the enrollees an overall picture of the types of mathematical experiences which they should provide for their pupils. In addition, the teachers gained their first laboratory experience which served as a model for the subsequent laboratories.

The outline of the course was as follows:

A. Concepts of sets
B. Empty sets
C. Subsets
D. Equal sets
E. Equivalent sets
F. Unions
G. Intersections.

The workshop enabled the teachers to realize the vital importance of making mathematics meaningful to the pupils. The teachers learned to observe change in the behavior of pupils and to modify their teaching approaches when necessary.

Several class projects were suggested and implemented. Anecdotal records on the modifications of behavior which had been brought about through the use of manipulative aids were kept. Manipulative materials were developed. Each participant submitted a written report of a measurement project utilized in his classroom. The participants also administered a diagnostic test and followed up on it by analyzing the mistakes, suggesting appropriate remedies, and reporting the results. Geometric projects also were applied in the classrooms, followed by oral reports on the results.

The motivation of pupils is dependent on the attitude of the teacher. Consequently, it is of primary importance that the teacher have a positive attitude toward mathematics. A test for attitude was given to each participant before and after the mathematics inservice workshop, as this course was designed to increase the positive attitudes of the teachers by emphasis on discovery modes of learning and on spontaneous mathematical re-creations.

Drawing on the hypothesis that a teacher's ability to teach a subject is directly related to his mastery of the general structure and content of the subject area, the program stressed the fact that a teacher must have a thorough knowledge of the mathematics, especially of the new mathematical concepts, which he is required to teach. Accordingly, diagnostic pretests and posttests were given to evaluate mathematical learning during the course.

The lead teachers in this mathematics workshop occasionally served as mathematical consultants to the other workshops or schools. In this capacity they demonstrated materials and methods to be used in teaching such mathematical concepts as sequential order, relation and symetry, basic number facts, sets, and one-to-one correspondence.

The inservice training course for reading was entitled "Individualization of Instruction." As the name implies, this workshop was concerned with analyzing, diagnosing, and prescribing to each pupil's specific needs. The enrollees were exposed to a laboratory environment whereby they were able to select, create, and participate in activities that would help them work with pupils individually and in small groups.

The overall progress of any particular pupil is dependent on his reading ability. Improvement in reading skills thus produces increased achievement in other subject areas.

There are many ways to define the reading process. One approach is in terms of skill development and enumeration of stages. According to Gray, the process is one of meaning, beginning with word recognition by varied methods and moving to the point of interpretation and critical reading. Sheldon says that stages in terms of primary and intermediate levels range from listening and concept building to reading tasks in the content area and rapid development of the rudiments of critical reading.

Although the recognition of skills and stages is tremendously important in helping delineate the reading process and its components, the complexity of the process should not be minimized. The skills do not build neatly one upon the other. Rather, many skills are taught and re-taught singly and simultaneously and at varying depths of penetration and insight.

Reading is a visual act. The emphases from this approach was upon visual efficiency and fundamental reading habits. These involve singleness and clarity of vision and the habits or patterns of eye movements. Understanding how the visual mechanism operates in the process of reading is of value in supporting the emphases upon controlled vocabulary, length of line, building of experiences with word meanings, and control of the difficulty of the concepts presented at a given time.

Reading is a perceptual act. Reading is defined as the preparation for a response to the printed page and the subsequent accuracy of such an orientation. It is the process of attributing meaning to the symbol, based on the reader's previous experience. Thus, in its simplest interpretation, reading is considered as a series of word perceptions. This definition of the reading process also stresses the degree of visual skill needed in the process, and it emphasizes the importance of good patterns of eye movements for optimum development of reading skills. Remember "fixations," "recognition or reading span," "regressions," "return sweep," "eye-voice span," and "fixation pauses" are terms used in describing reading as a perceptual act. Various types of perceptual cues should be familiar to the teacher so that beneficial

habits may be encouraged and less effective ones eliminated or fused with the more effective ones.

Reading is a thinking process. Studies of mental processes involved in the reading act are achieved through factor analysis which has identified vocabulary or word meaning, verbal reasoning, and judgmental thinking as components of the reading act. Much that is gained from factor analysis and from studying the functions of thinking can be used in corrective and remedial work with pupils.

Focus on reading as a thinking process can give many clues to the sequence and scope of the developmental reading program. In a sense, the reading process should parallel the development of the thinking skills which facilitate it. This process is highly dependent upon the purposes for reading.

Jack Holmes and Harry Singer have pioneeered and concluded that reading is a combination of subskills which pyramid toward a major skill. They combined Hebb's theory of brain function and factor analysis.

Reading is based on sociological roots. Reading differs in its purposes, breadth, and quality among social classes within a society. It is through language that a person becomes humanized. Reading contributes to this process in varying degrees, depending upon the demands of the culture. In groups that are generally disadvantaged the socio-cultural determinants of reading success are considered significant. Also, they may indicate changes in methods and materials which should be used with the children.

The teachers in the reading inservice course studied each of the approaches to defining the reading process. From them they developed individual explanations of the reading act.

After only two weeks of formal instruction, the reading teachers were able to administer a diagnostic test to their classes. The teachers learned to identify the strengths and weaknesses from the results of the diagnostic instruments, and with the identification of needs, were able to construct appropriate instructional activities to satisfy the needs.

The requirements of the courses included a written report on individualizing instruction with special emphasis on reading. The reports, which were to be from two to five pages long, stressed individualization of instruction in terms of the teacher's own interpretation and teaching situation. Five complete diagnoses, including the weakest and strongest pupils in each teacher's class, were required of the teachers. A complete analysis and prescription were to be in each of the reports.

The teachers also constructed a skill file using the analysis sheet as a guide for the contents. Each file contained the analysis sheet, a short statement of the results of the pupil-teacher conference concerning the needs of the pupil, and lists of the actual instructional media and activities used to meet the needs (trade books, textbooks, work sheets, games, and the like). The instructional materials which were used in the reading inservice course were based on work by Dr. Robert Newman of Syracuse University. The lead teachers strongly advocated his book *Moving Toward Independence in Skillful Learning*, and suggested using it as a guide.

The reading lead teachers distributed basic guidelines among the enrollees. The outline involved reading steps and activities for pupils from kindergarten through the sixth grade. This encompassed the pre-reading skills essential to successful reading, as well as the interrelationships of listening, speaking, reading, and writing.

In addition, the reading lead teachers served as reading consultants to other workshops when needed. They discussed the specific skills required for reading readiness in the early childhood education workshop. They further related the importance of auditory and visual perceptual abilities to the development of the proper mechanics of reading.

The summer inservice training program offered workshops in classroom management, cultural understanding, minority group studies, science, transformational grammar, individualization of instruction, and the like. These intensive courses encompassed two phases and offered five hours of increment credit. In accordance with the Lead Teacher and Inservice Training Programs, these summer workshops stressed relevancy of curricula, new methods and materials, and individualization of instruction.

Objectives for 1970-71 Lead Teacher Program

In June, 1970, the following objectives were selected for the Lead Teacher Program during 1970-71:

A. To change teacher attitudes with respect to:

   1. A more accepting and understanding behavior toward pupils.
   2. The adoption of more flexible and progressive teaching patterns (methods, techniques, and procedures).

B. To determine a set of behavioral goals that are relevant to the educational needs of MNA pupils.

Objectives for 1970-71 Inservice Training Program

In June, 1970, the following objectives were selected for the Inservice Training Program during 1970-71:

A. Inservice training will be directed toward providing the professional staff with more appropriate training for teaching the culturally disadvantaged child.

B. Concepts and skills necessary for individualized instruction will be emphasized.

IV. PRESCHOOL

Introduction

The disadvantaged child is an underachiever in terms of his potentialities. On general intelligence tests this child tends to score at least five to fifteen points below average (Bereiter and Englemann, 1966). Such a deficit places the typical disadvantaged child on what is considered to be the borderline of mental deficiency. Research strongly suggests that deficits in the area of language development are primarily responsible for intellectual differences between the environmentally advantaged and disadvantaged. In practically every aspect of language development that has been evaluated quantitatively, the young disadvantaged child has been found to function at the level of average children who are a year or more younger (Templin, 1957; Kennedy, Van de Riet, White, 1963; Siller, 1957).

Since language is a crucial element in the development of cognitive abilities, linguistic limitations tend to reflect one's ideational limitations and to impose restrictions on one's thought processes. In addition, since language is a sensitive indicator of one's experiential background, linguistic limitations also tend to reflect experiential deficits.

Differences in verbal usage are directly attributable to the level of verbal interaction of the child with the adult and, to a lesser extent, with peers. Since the disadvantaged environment is not verbally organized, the language has limited usefulness. Verbal interaction consists basically of orders, requests, and threats expressed in single words, short sentences, and abbreviated idiomatic expressions. Listening skills are seldom needed. The detection of gross auditory cues addressed specifically to the disadvantaged child are sufficient for his satisfactory functioning in the lower-class neighborhood. The child using a limited linguistic code generally perceives other people as controllers of behavior rather than sources of information (Telford and Sawrey, 1967).

It is thought that the intelligence quotient (IQ) discrepancy between advantaged and disadvantaged children can be effectively decreased during the first four years of life. Early childhood seems to be the most promising time for effecting desired changes in intellectual growth patterns. Children need to become "intellectually and psychologically ready for the school experience, for the specific curriculum, and for the demands of comprehension, communication, motor control, and timing made by the school," (Hechinger, 1966).

Methods and techniques must be developed for compensating the disadvantaged child for his narrowness of experiential variation. An attempt must be made to improve those developmental areas most functional and operative in the school learning situation, thereby establishing both cognitive and attitudinal continuity between the preschool and grade years. The disadvantaged child needs to experience the various psychological processes of learning if he is to learn like the average child. These behavioral experiences involve sensation, perception, imagery, symbolization, and conceptualization. These basic experiences and skills should prepare the way for reading, language, and social skills.

It is important that teachers make sincere attempts to involve parents in the preschool program, so that the child's environment reflects friendliness toward the school and understanding of the school's efforts and goals. Parents need to be willing and able to take an active role in supporting the educational process.

Parents of disadvantaged children tend to require the most help in recognizing the psychodynamic factors involved in language development. They must realize the value of providing a rich, individualized language environment for the child. Language training in both preschool and home involves the utilization of words in meaningful context, whereby the child is allowed multiple opportunities for receptive and expressive language stimuli.

The educationally deprived children in Model Cities need the systematic ordering of experiences. Habits of sustained attention need to be developed. The use of people, books, magazines, newspapers, and libraries are sources of information which need to be learned. Speech models and language experiences with constant corrective feedback from adults need to be provided for correct language development.

The MNA Preschool program attempts constantly to reinforce the development of the underlying skills that are operationally appropriate and necessary for both successful and psychologically pleasant school learning experiences. A special attempt is made to engage the educationally disadvantaged child as an active participant in the learning process rather than as a passive recipient of school experiences. Teachers constantly make every effort to stimulate the young child's horizons and goals. Development of the inner-self is an integral part of the MNA preschool experience.

Description

There are eight preschool classes in the following Model Cities schools: Cooper, D. H. Stanton, Slaton, Gideons, Dunbar, and E. P. Johnson. Approximately twenty

children are in each class. Each of these preschool units involves one regular teacher, one assistant teacher, and two teacher aides.

Professionally certified teachers assume instructional responsibility for the preschool units. Assistant teacher positions are open to Model Neighborhood Area (MNA) residents with two or three years of college. These assistant teachers plan limited instructional activities under the direction of the regular teachers and assume the teaching responsibilities in their absence. The addition of teacher aides should increase the effectiveness of the overall instructional program by relieving teachers of nonprofessional duties. MNA residents with a minimum of seventh-grade education are eligible for aide positions.

Regular preschool class hours are 8:15 a.m. to 3:15 p.m., but the preschool units are open to children from 7:00 a.m. to 3:15 p.m. Thus, day care services are provided for families requiring it. Both the regular teachers and the assistant teachers supervise the children during the regular seven-hour day. In each preschool unit one teacher aide cares for the children from 7:00 a.m. to 2:00 p.m., while the other is on duty from 11:00 a.m. to 6:00 p.m. Consequently, someone is always with the preschoolers during the entire school day. The preschool program is also extended to include holidays and vacation periods.

Professional instruction is provided between 9:00 a.m. and 12:30 p.m. with breaks for a morning snack and lunch. At 1:30 p.m. the children take naps for approximately an hour and a half. After the naps the children receive an afternoon snack, which is provided before 3:15 p.m. During the afternoon naps both professionals and paraprofessionals cooperate as a team in the evaluation of daily performance and in the planning for the next day's activities.

The preschool program is oriented toward the development of all skills -- social, emotional, motoric, manipulatory, perceptual, cognitive, and language. Psychosexual development and improvement of self-concepts are encouraged, along with the building of a healthy outlook in which dependence and independence are in balance. Throughout the day priority is placed on both receptive and expressive language development, without the use of patterned drills.

A fundamental concept of this program is the unit-based curriculum of incidental learning. This reflects the teacher's use of broad units or themes as a core around which to organize activities, discussions, and field trips. The program is geared to individual needs so that the teacher expands on concepts as needed. Intellectual development involves "learning by experiences" or "discovery through play." Techniques

and materials are selected to foster a child's curiosity and creativity. There is a considerable degree of permissiveness in classroom operation.

Various "interest stations" are set up within each classroom. Such interest stations are a library corner, a block corner, a doll-house corner, and a mathematics corner. The children move from corner to corner according to their interests, with the staff members attempting to prevent them from becoming frustrated by experiences that are too difficult or bored by ones that are too simple.

Concepts learned in the classroom involve parts of the body, clothing, houses, colors, geometric shapes, foods, health, safety, community helpers, transportation, animals, plants, counting and numbers, calendar, seasons, weather, prisms, magnets, manners and courtesies, and language principles -- including verbal opposites, prepositions, and descriptives. The children also learn their names, ages, and addresses. Many songs, rhymes, and fingerplays are introduced. An appreciation is acquired for educational toys and games, musical instruments, and rhythmic movements. Stories are often read, with most of the books being kept in the library corner. Such community helpers as the fireman, doctor, mailman, and policeman are invited to visit the classes.

A speech therapist, who introduces specific speech sounds, visits the preschool units two times a week. Preschoolers are guided in word-sound recognition. In this manner their listening skills are developed.

Animals and plants are cared for in the classrooms. Responsibility and maturity are acquired with the daily feeding and watering assignments given to the children.

The budget allocates funds for approximately eight trips per preschool unit. Additional trips that incur little or no expense are also involved in the curriculum. Initial trips are taken within the community -- generally consisting of walks near the schools to become better acquainted with plants, various modes of transportation, many types of buildings and business shops, as well as community points of interest such as the Grant Park Zoo, the Atlanta Stadium, the dairy, and the fire station. Shopping centers are visited on special holidays. Eventually the class trips are extended to include the Atlanta Airport, the Regency Hyatt House Hotel, the Atlanta Arts Festival, Piedmont Park, the flower gardens at the Cerebral Palsy Home, a farm, the Shrine Circus, and Stone Mountain.

At the beginning of the year, two or more preschool classes go on some trips together. As the year progresses, the preschoolers are involved in trips with their

school's kindergarten and first-grade classes. This provides more experiences in cooperation and sharing.

Teachers keep an informal daily record, noting each child's level of participation and performance. Future learning experiences are planned in accordance with these informal evaluations.

Class newsletters are periodically given to the parents. These reports inform them as to those skills and concepts which their children have developed. These letters point out household activities in the home that are appropriate to the particular curriculum in which the child is participating. Also included are general announcements and specific parent-teacher meeting dates. Parental involvement, on an informal basis, is of special importance. Parents are told of the preschool program through block meetings, Model Cities newspapers, occasional "fliers," word-of-mouth, and door-to-door canvassing.

The professional or paraprofessional teacher visits a child's home in an attempt to engage the mother in the process of her child's education. These attempts are part of a team approach carried on by principals, social workers, and attendance aides to emphasize the importance of attendance to the parent. Interest in the program and eligibility of the child for the program are discussed during the initial home visit. Priority is given to low-income parents who need child care in order to participate in employment, job training, or educational programs.

A second home visit is made by the visiting teacher to help the parents prepare the child for school by checking up on immunization and health preparations. The parent is also informed of the necessity for registering the child. Another parent-teacher meeting is provided when the parent registers the child in school. This enables the child to see his classroom and to become acquainted with the preschool program.

Teachers hold "open house" for the parents two or three times yearly. Every effort is made to obtain parental assistance in expanding the child's learning experiences. Parents are constantly urged to converse with their children. Visitations by parents are strongly encouraged. Invitations are extended to parents for specified programs, parties, and field trips. Every opportunity to include the parent in the preschool program is maximally utilized.

Objectives for 1970-71

In June, 1970, the following objectives were selected for the Preschool Program during 1970-71:

A. Provide informal training and consultative assistance to preschool teachers.

B. Involve teachers in developing a curriculum which will serve as a guide in future programs.

C. Provide special and compensatory experiences for preschool children. These experiences will cause significant development in pupils over and above maturational development in the following areas:

1. Psychomotor development
2. Individual and social adjustment
3. Perception and understanding of the environment
4. Ability to relate concepts presented orally
5. Ability to relate concepts presented visually
6. Ability to express ideas vocally
7. Ability to express ideas manually.

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V. SOCIAL WORKER

Introduction

In the process of offering educational opportunities, the Model Cities schools find that there are difficulties that prevent some children from making maximum use of what the schools offer. This is evidenced in the high incidence of absenteeism in Model Cities schools. The average daily attendance for Model Cities schools was 5 per cent below the average daily attendance for the remaining Atlanta schools during the 1968-69 academic year.

The school social service workers are a part of a professional team approach to understanding and assisting children who are having difficulties in adjusting to school. It is the duty of the social workers -- along with the principal, teachers, attendance aides, and parents -- to help children get to school, to help them when they get there, and to help them stay there.

Within the school the social workers and attendance aides become involved in a variety of individual-pupil problems. These problems are frequently manifested in symptoms which do not respond to the usual classroom methods. Pupil problems are broadly classified as follows:

A. Attendance
B. Personality
C. Behavior
D. Academic
E. Health
F. Economic
G. Family.

Some of the more common symptoms of these problems are excessive fears and anxieties, overdependence or withdrawn behavior, agressiveness or hostility, extreme restlessness, irresponsibility, underachievement, excessive illness with or without physical cause, difficulties in peer relationships, conflicts with authority, truancy, and problems related to mental and physical differences, or a combination of several of these symptoms. Some of the major causes of these symptoms that indicate difficulties in school adjustment are as follows:

A. Parental apathy or neglect
B. Ineffective curriculum
C. Problems in the home which require the pupil's absence from school

D. Personal needs due to poverty status

E. Low levels of aspiration

F. Inability to relate satisfactorily to teacher and/or peers.

Pupils are referred to the social worker for various reasons. The problem that the child outwardly presents may not be his fundamental difficulty. It may merely mask it; that is, it may be a manifestation of some feeling within himself that is expressed through certain kinds of behavior. For example, some of the children find difficulty in adjusting to school due to their original lack of readiness for kindergarten. Children in the Model Neighborhood Area (MNA) are often found to be unprepared for their first school experience, partially due to lack of parental involvement. The social worker and attendance aide assist the school system in attempting to involve parents in the summer preschool program. The social worker and attendance aide, along with other members of the school team, must find the underlying causes of the pupil's problems and the means to alleviate them.

The attendance aide is a supportive tool in helping to eradicate the problem of absenteeism. Through the aide, social work tasks are examined and shared with nonprofessional workers in the Model Cities schools. The aide serves as liaison between the pupil's home and his school when no other communication is possible, and then supplies the school and the social workers with the information gained from these contacts.

The work of both social workers and attendance aides in regard to absenteeism is but one phase of a well-rounded program for the promotion of attendance. Another major aspect of this program is the responsibility of the principal and teachers in the development of desirable home-school-community relations. If school personnel accept the causes of poor attendance as a challenge rather than as a frustration, then all school personnel will become active workers in striving to develop a school climate that will be conducive to good attendance and good achievement.

Description

Three school social service workers assist teachers, parents, and pupils in discovering the reasons for poor school attendance, negative attitudes toward school, poor social adjustment, and low levels of academic achievement. Each social worker provides the main direct services of casework, group work, and home visits.

Referral of a child to a social worker does not imply failure, nor does it reflect upon the quality of teaching. After a teacher tries to reach a child and

finds that a different kind of help is needed, he completes a standard referral form in which he requests school social services. The teacher states the reason for referral, a brief explanation of the problem, and the steps taken prior to the referral. This form is then given to the principal who reviews it and gives it to the social worker.

After investigating a case, the social worker makes a verbal or written report to the principal and/or teacher, recommending a plan to alleviate the problem found during the investigation, and he later follows up the suggested plan, thereafter giving a second report to the principal and/or teacher.

In attempting to alleviate a child's problem, the social worker contacts the parents. In some situations the parent and child are offered concurrent casework services; in other situations, only the child or the parent is seen; and in still other situations, small groups of pupils manifesting a similar problem meet together -- such as the attendance group which meets weekly for two months. In some serious cases, outside professional help is sought.

The social worker interprets the school to community agencies with the hope of engendering greater cooperation in working with children. In addition, the social worker prepares referrals for the Juvenile Court when children need protective services and when parents violate the Georgia Compulsory School Attendance Law. The social worker attempts to have parents of a truant child cooperate by having the child attend school. However, often it is necessary for the social worker to file a truancy petition in court to protect a child.

Some pupils are referred elsewhere for psychological services. The referral form for such services gives specific reasons and examples of unusual behavior seen by the social worker, as well as the child's scores on the *Metropolitan Readiness Test*, the *Group Test of Mental Ability*, and achievement tests. Parental permission must accompany this referral. Teachers are informed concerning possible signs of exceptionality in regard to children's health (vision, hearing, and the like) and academics (spelling, reading, and the like). Some agencies referred to for psychological services are Grady Hospital, the Family Counseling Center, and the Child Guidance Clinic.

The social worker serves as the liaison person between the community and the school in soliciting clothing or other welfare needs for economically deprived children. He or she makes referrals to the optometric clinic, hospital clinic, Family Counseling Center, Legal Aid Society, Recreation Department, Economic

Opportunity Atlanta (EOA), Emmaus House, County Health Department, Youth Council, Salvation Army, Mental Health Institute, and various other community agencies.

In addition to acting as a consultant to the principal, teachers, and other school personnel when direct casework is not needed, the social worker also serves as a resource person or discussion leader for school and community groups. Such projects include the school's Social Science Fair, the Parent-Teacher Assocation's (PTA's) discussions of community problems, the girls' club workshops, the educational trips, the articles contributed to school newspapers, and the community meetings in relation to the attendance aide program.

Other than casework, the social worker participates in various meetings for social workers and teachers such as the National Conference on Social Welfare, the Georgia Conference of Visiting Teachers, and the Georgia Conference on Social Welfare.

It is the responsibility of the school social service worker to assist in the summer preschool program by encouraging and recruiting children to attend the program, attending to the health needs of the children, securing their birth certificates if needed, helping with the children's present environmental and/or family difficulties, and developing a strong parental involvement program. Group meetings for discussions and counseling with the parents are coordinated to inform them of their preschoolers' educational curriculum in kindergarten and the first grade -- primary writing, reading, mathematics, and global study. These discussions also include social service and community exposure, with the aid of films and tapes. The parents are encouraged to participate as volunteers during the school day and to serve on parent committees.

Each attendance aide is assigned to work from a home base school and is administratively responsible to the principal of that school. Some limited inservice training is provided for the thirteen attendance aides, since the social workers based in the schools initially provide professional supervision and direction to the aides in carrying out attendance services. Cases referred to the aide are carefully screened by the social worker and designated school personnel. Pupils generally referred are those who have scattered attendance patterns or those who are absent more than three consecutive days without an excuse or known cause. When the aide collects the school's attendance forms, identifying information needed for the home visits is recorded.

The attendance aides' services offered to the seven schools are as follows:

A. Visiting homes to determine reason for child's absence from school and following up on previous calls to insure that a child has entered or

returned to school in accordance with previous agreements.

B. Visiting the homes of pupils who are reluctant to attend school or who are potential dropouts, in an effort to pursuade them to return to school.

C. Checking out rumors that families have moved from the area and, if true, trying to discover new addresses.

D. Interpreting the Georgia school attendance laws to the child and his parents.

E. Identifying for school staff members those problems which make a child's attendance erratic.

F. Encouraging parents to attend regular teacher conferences, PTA meetings, and other school functions to become involved in the school program.

G. Assisting social workers with records and reports.

H. Participating in orientation and inservice training programs related to their roles and functions in the schools.

Results, 1969-70

A tabulation of pupil referrals is shown in Table 3. Although only 466 pupil referrals were expected from September, 1969, through May, 1970, a total of 575 pupils actually were referred to the social workers and attendance aides.

TABLE 3

TABULATION OF PUPIL REFERRALS

Reason for Referrals	Number Referred	Per Cent
Attendance	348	60.5
Personality and/or behavior	128	22.3
Academic	51	8.9
Health	22	3.8
Economic	16	2.8
Family problems	10	1.7
TOTAL	575	100.0

Of these 575 pupils, the majority (60.5 per cent) were referred for attendance problems. More than one-half of the other 39.5 per cent of these referred pupils

(22.3 per cent) were reported to have personality and/or behavior difficulties.

Table 4 indicates that during the 1969-70 academic year 3,028 contacts were made by the social workers and attendance aides.

TABLE 4

TABULATION OF SOCIAL WORKER CONTACTS

Type of Contact	Number Contacted	Per Cent
Home visits	1,234	40.8
Pupil interviews	763	25.2
Parent interviews	291	9.6
School personnel conferences	512	16.9
Social agency consultations	169	5.6
Court consultations	59	1.9
TOTAL	3,028	100.0

Home vists accounted for 40.8 per cent of these contacts, 34.8 per cent consisted of pupil or parent interviews, and 24.4 per cent were consultations and/or conferences.

Table 5 shows a total of 177 cases were referred to social agencies, school personnel, and courts.

TABLE 5

TABULATION OF SOCIAL WORKER REFERRALS TO OTHERS

Type of Agency	Number of Referrals	Per Cent
School personnel	58	32.8
Social agencies	64	36.1
Courts	55	31.1
TOTAL	177	100.0

Ninety-six per cent of those referred to the courts were for the filing of truancy petitions.

From September, 1969, through May, 1970, thirty group meetings were conducted. Data on these meetings are given in Table 6. Most of the meetings were with pupil groups.

TABLE 6

TABULATION OF GROUP MEETINGS CONDUCTED

Groups	Number of Meetings	Per Cent
School Community Advisory Committee	6	20.0
Pupil groups	19	63.3
Parent groups	5	16.7
TOTAL	30	100.0

The average daily attendance in the Atlanta elementary schools during the 1968-69 academic year was 91 per cent. During the same academic year, the attendance average for the Model Cities elementary schools was 86.5 per cent, which was 4.5 per cent less than the attendance average in all the Atlanta elementary schools. The monthly attendance percentages for the Model cities elementary schools and the Atlanta elementary schools during this same period are shown in Figure 1, page 36.

During the school academic year 1969-70, an attendance average of 92.3 per cent was reported for all the Atlanta elementary schools. The Model Cities elementary schools reported an attendance average of 88.7 per cent during 1969-70. The monthly attendance percentages for the Model Cities elementary schools and the Atlanta elementary schools are indicated in Figure 2, page 37. Figure 3, Page 38, shows the monthly attendance averages of Model Cities elementary schools for the 1968-69 academic year and for the 1969-70 academic year. Computation of the yearly attendance average for each of these academic years indicates that attendance in the Model Cities elementary schools had increased by 2.2 per cent.

Objective for 1970-71

In June, 1970, the following major objective was selected for the Social Worker Program during 1970-71:

> School social workers and attendance aides will make a concerted effort to reduce school absenteeism in the Model Neighborhood Area by one per cent during the interim of the program.

Figure 1

Average Monthly Attendance
(Percentage by Month)
Model Cities Elementary Schools
1968-69 1969-70

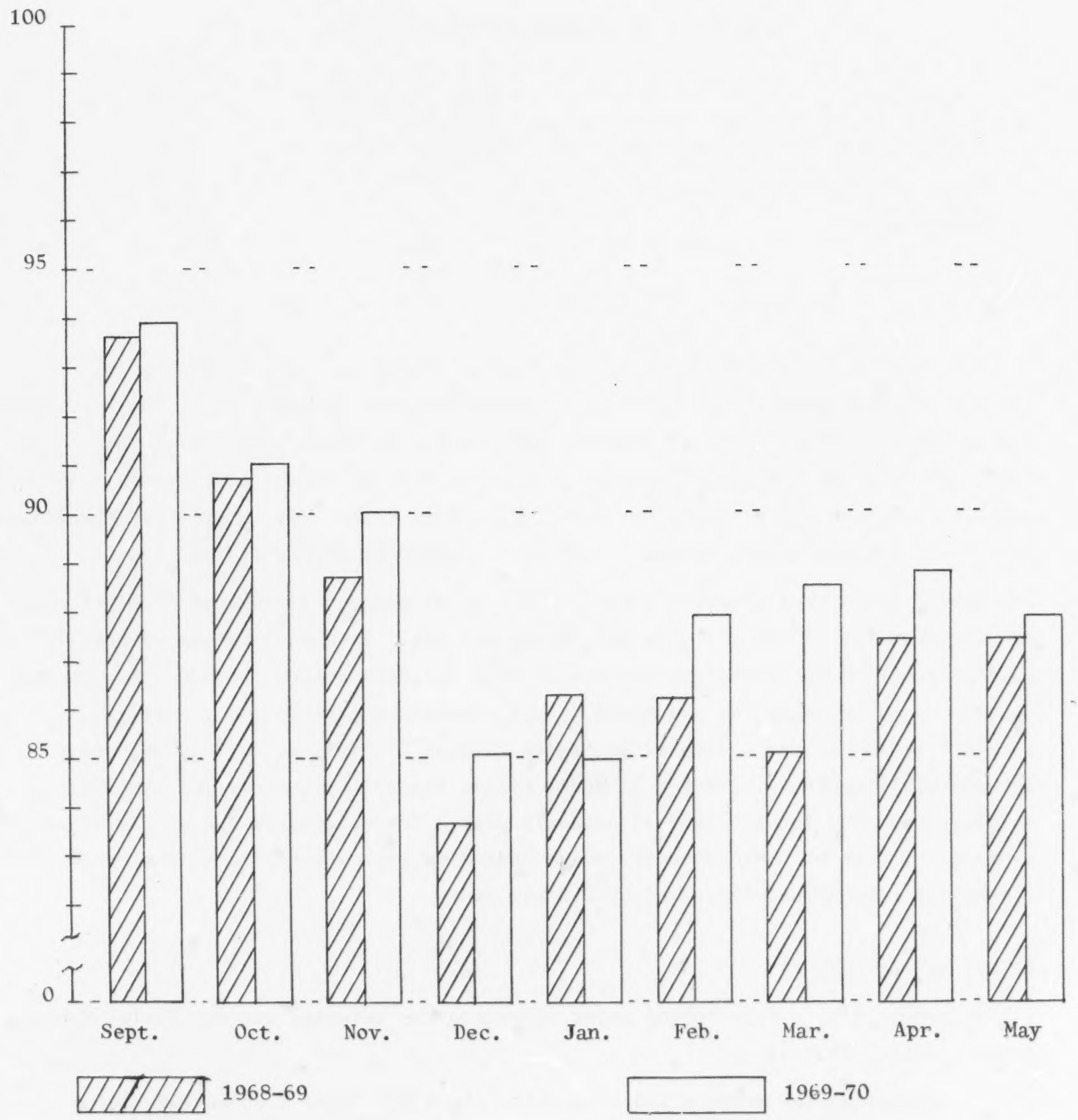


Figure 2

Average Monthly Attendance
(Percentage by Month)
Model Cities Elementary Schools
and Atlanta Elementary Schools
1968-69

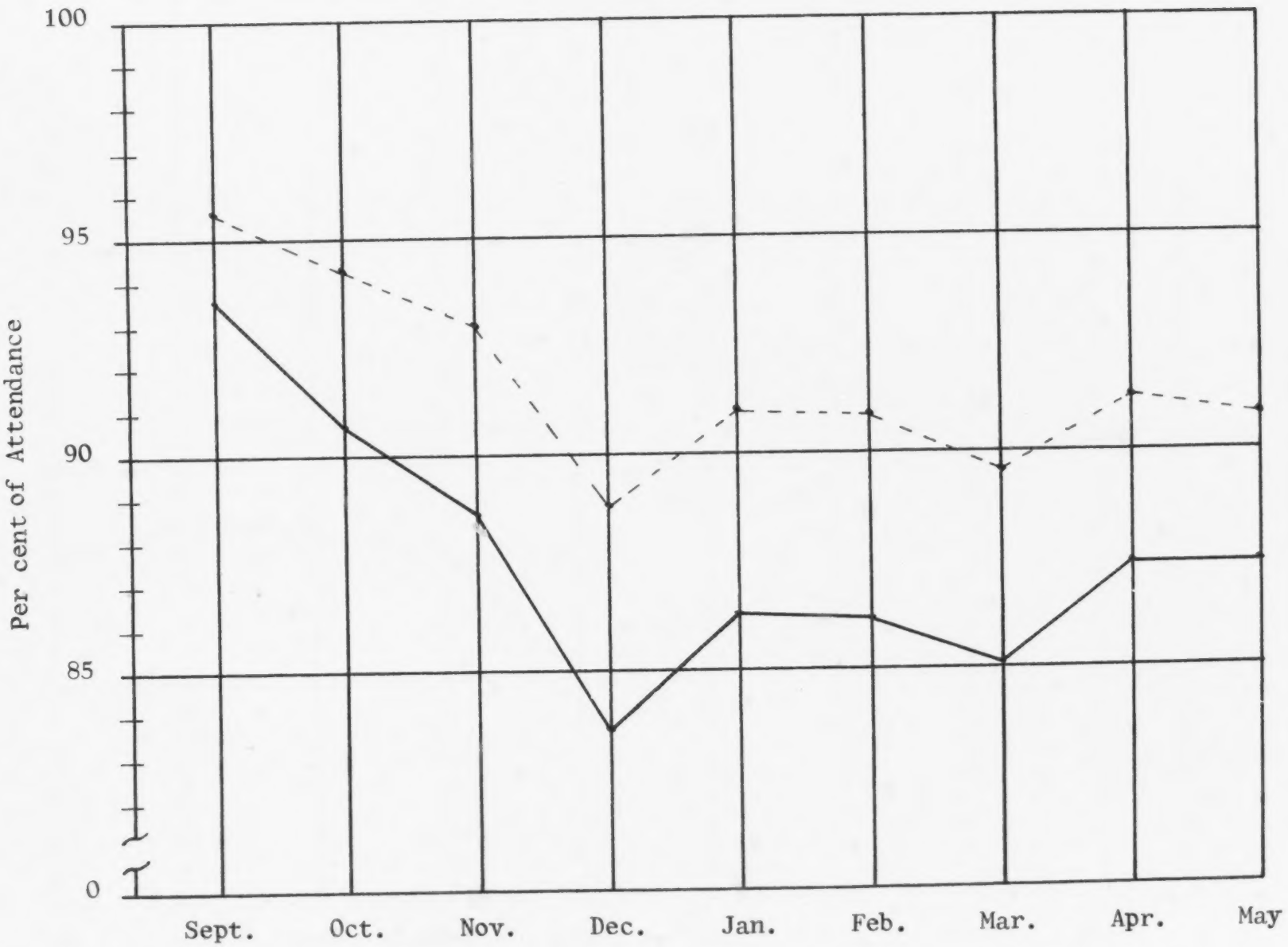
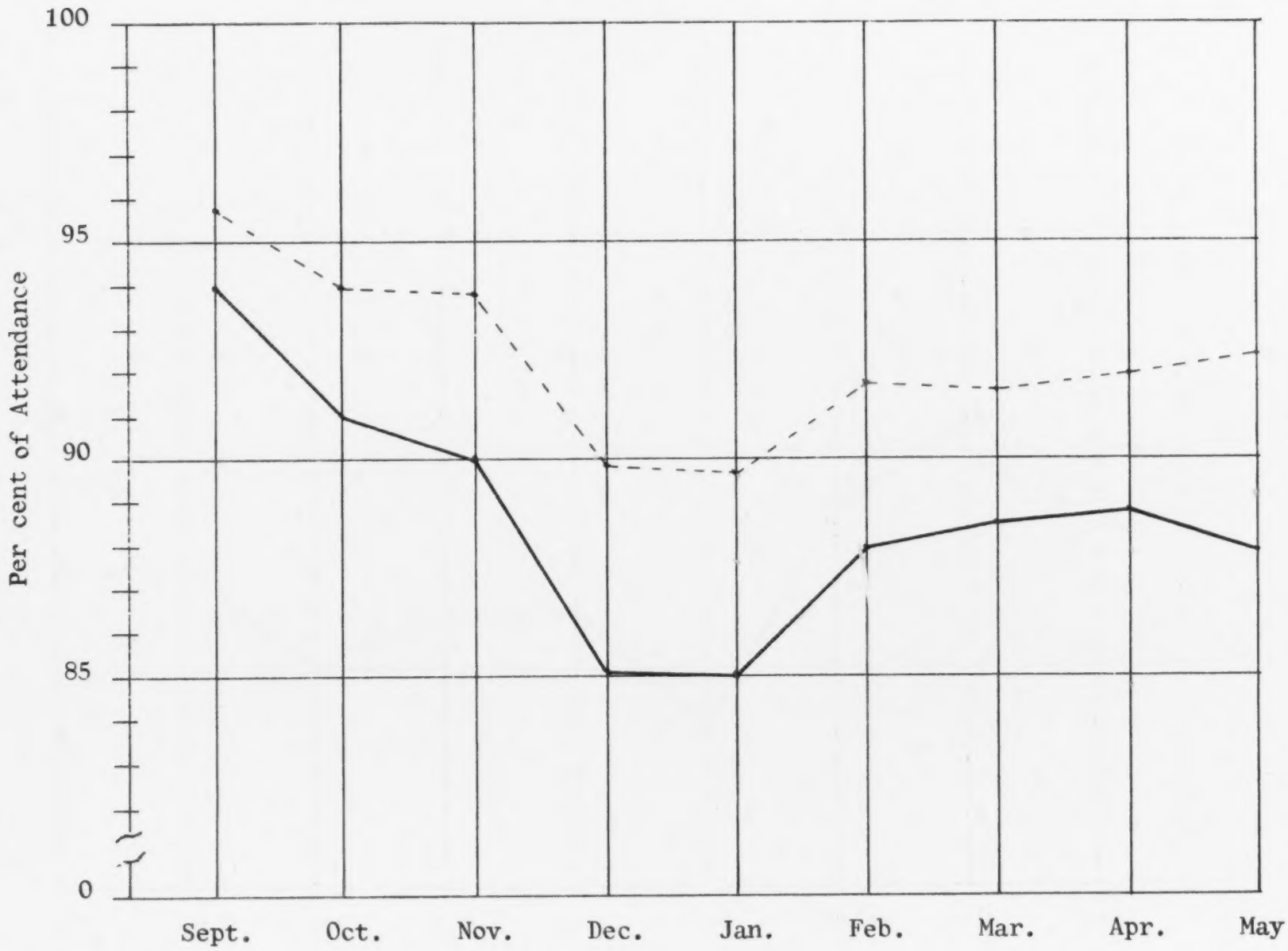


Figure 3

Average Monthly Attendance
Model Cities Elementary Schools
and Atlanta Elementary Schools
1969-70



_____ Model Cities Elementary Schools

- - - - - - - - Atlanta Elementary Schools

VI. COMMUNITY SCHOOLS AND TUTORIAL PROGRAMS

Introduction

Approximately 78 per cent of the parents of one Model Cities senior high school did not complete their high school education. Of the 22 per cent who did, 3 per cent continued in college with 1 per cent completing a four-year program. In the Model Cities junior high school, 59 per cent of the parents did not complete their school education. Of those who did, 4 per cent received post high school training.

Since large segments of this society are at an educational and socioeconomic disadvantage, it is a matter of injustice to continue the restricted use of educational facilities. The return on the capital investment in a public school system can be maximized by extending the use of school buildings and personnel beyond the traditional school day. Therefore, the purpose of the Community School Program is to provide educational and prevocational opportunities for the community as a whole.

A community school is based on the concept that any person in the community, regardless of age, becomes a member of the student body if he uses the school facilities for a learning experience. The community school strives to provide not only academic learning but also activities which supplement and enrich that learning.

The Atlanta Public School System is faced with the challenge of motivating youth to lead productive and creative lives. In order to accomplish this goal the individual needs of each student must be taken into account. One attempt to attain this was the establishment of a special tutorial program as a means of bringing the achievement levels of the pupils from the Model Neighborhood Area (MNA) up to the city-wide median achievement levels in reading and mathematics.

Description of Community Schools and Tutorial Program

A. Community Schools

The primary purpose of the community schools during 1969-70 was to improve the employability of the citizens of the MNA. Courses were offered which reflected the changes in today's technology and methods and stressed the necessity of good work habits and attitudes. The following constitute a sample of the courses offered with brief descriptions of their contents:

1. General Basic Education

Adult Basic Education (ABE) was designed to teach adults who had

not achieved beyond the eighth grade level the basic skills of reading, writing and arithmetic.

2. High School GED Preparation Courses

Instruction was designed to provide the knowledge and confidence necessary to complete successfully and to pass the General Educational Development (GED) test.

3. Auto Mechanics

This course was designed to provide experiences which would qualify the trainees for employment in any of the several areas of automotive service. The course included engine theory; electronics and electrical systems; transmission (manual and automatic); shocks, universal joints, and miscellaneous items; and body repairs (general).

4. Welding

Instruction was designed to provide knowledge and skills in oxyacetylene welding and cutting and arc welding and cutting. Also the trainees were taught blueprint reading and basic mathematics.

5. Machine Shop

The purpose of this course was to provide basic training in conventional machine tool operation and an understanding of the latest machine tool processes and development. It included bench work, bench assembly, and the drill press.

6. Sheet Metal

This program designed to teach the art of sheet metal handling, including the utilization of necessary equipment. The course taught testing, cutting, and welding of sheet metal.

7. Basic Electronics

The course provided the knowledge, skill, and understanding to obtain employment in the electronics field. Trainees studied mathematics, Ohm's Law, series circuits, parallel circuits, series parallel circuits, networks theorems, direct current masters, and conductors and insulators.

8. Drafting and Blueprinting

Included in this course were a study of drawing equipment (materials and instruments) and training in engineering, lettering, geometric construction, multiview drawing, dimensioning, precision dimensioning, and sectional views.

9. Free Hand Sign Lettering

The class allowed for self expression after teaching the basic skills of advertising, lettering, and colors.

10. Printing

The basic skills of offset printing were taught. The trainees learned how to maintain and operate offset machines using safety precautions.

11. Job Application Orientation

The class was organized so that people could learn how to prepare for a job interview, how to dress for the interview and general office appearance on the job. Also correct job behavior, assuming responsibilities, and positive attitudes were stressed.

12. Leadership Training

Classes were designed to provide an awareness of the need for responsible leadership within a community and to develop the leadership characteristics of the trainees.

13. Route Selling

Trainees learned to function in a variety of positions -- including retailing, wholesaling, merchandizing, advertising, and sales.

14. Real Estate Sales Training

The course prepared trainees to take the state examination for a real estate saleman's license.

15. Small Business Management

The course encouraged community residents to become involved in small business. It presented the local available opportunities. Management and operation of the different small businesses were taught.

16. Shipping and Receiving

The class taught trainees how to ship, receive, and catalog goods. Various shipping and receiving forms were studied. The pupils learned trucking and warehouse procedures also.

17. Retail Mathematics

Instruction was given in the basic mathematical skills necessary for on-the-job activities in trade and technical areas.

18. Cashier-Checker Training

This course provided training in the operation of a cash register and in checking procedures. The trainees reviewed basic mathematics. Good personal work habits were stressed.

19. Office Practice

Training was provided to enable trainees to learn the following basic clerical skills: preparing business forms, keeping stockroom records, data processing, filing, visual reproduction, keeping financial records, and typing business letters and papers. Trainees learned the mail and messenger service duties, and the duties of a receptionist. Finally, they were taught how to seek a clerical position.

20. Typing

a. Trainees in Basic Typewriting (CSV 109) learned the basic parts of the typewriter and how to type business forms, business letters, and requisitions. They learned general office procedures and how to prepare work schedules.
b. In Intermediate Typing (CSV 168) trainees concentrated on typing modified block, semi-block, indented, and inverted styles business letters, resumes, and applications. They also spent time typing business forms.

21. Shorthand

The course taught trainees how to take dictation in shorthand.

22. Millinery

Trainees learned the art of making hats.

23. Upholstering

Trainees were assisted in reupholstering their own furniture. The classes taught the basic skills of the upholstering trade.

24. Tailoring

The course was designed to train enrollees in making major and minor alterations in clothing and to develop the basic skills in clothing construction.

25. Child Day Care Training

The course trained enrollees to serve effectively in day care centers and to deal with preschool children. The child day care laboratory involved the children in a laboratory setting while their parents attended school. The Community School Program provided recreational and community involvement activities -- including softball, basketball, billiards, volley ball, and community suppers.

26. Sewing

The course encouraged citizens of the community to design, make, and mend their own clothing. The trainees were taught to sew or to improve their sewing techniques.

27. Cake Decoration

These classes were primarily for senior citizens. The art of cake decoration was taught.

28. Home Maintenance and Beautification

Trainees learned to repair small items and to refinish and reupholster furniture.

29. Ceramics

Every facet of ceramics was taught from developing molds to the finished ceramic product.

30. Physical Fitness

This class was designed for women only and helped them to improve coordination and, when needed, to reduce their weight.

31. Karate

The course was designed to teach body coordination and self-defense.

32. Commercial Floral Design and Sale

This course included the history and development of floral designing as well as the use of flowers and floral materials. The technical principles and procedures involved were taught also.

33. Child Care

The basic methods of caring for young children were taught. Good health habits were stressed.

34. Hobby and Art Classes

These classes were designed for young boys. They were taught how to build small model airplanes, boats, and the like.

35. Religious Philosophy

The course provided the citizens of the community opportunities to meet and discuss religious issues and problems.

B. Tutorial Program

A tutorial program was developed primarily to improve the reading and mathematical skills of the MNA pupils. The children were referred for tutorial assistance by teachers and/or school officials. The staff for the program diagnosed the learning problems and scheduled the tutorial sessions. The typical session lasted about 30 minutes, although the educational needs of the pupils determined the exact duration, and pupils generally were tutored up to two hours per week.

The tutorial period lasted from four to six weeks at each of the following community schools: Cooper, Crogman, Gideons, Parks, Jerome Jones, Capitol Avenue, and Bryant. The program lasted the entire year at the Smith High Community School. The tutorial programs of the community schools were not uniform, but rather were designed to match the needs of the pupils.

One hundred twenty-two boys and girls participated in the program at Cooper Street Community School. The process was labeled "Learning Through Fun"; and the following subjects were offered: arithmetic, creative writing, French, reading, homework and social problems, recreation, gospel choir, creative dancing, beauty and charm, woodcraft, basic serving, music and band, and arts and crafts.

The tutorial program at Bryant, Crogman, and Smith High community schools involved two areas, arithmetic and reading. The objectives were to provide individualized instruction, to emphasize the application of information learned, to increase the desire to read, and to stress the importance of arithmetic in everyday life.

The Capitol Avenue Community School's tutorial program consisted of small classes. In the reading class there were one professional and one adult aide working on basic skills. There were ten pupils per class. Dramatics and music were blended into the reading program. Typing was included to teach spelling and language arts. The mathematics class presented new mathematics in an individualized approach and related problems to the environment. Creative dance was offered as a means of teaching self-expression. Sewing was taught, and the secondary objective of this class was to improve reading. Sewing served as a primary example for the necessity of being able to read instructions and to follow directions.

The tutorial program at Gideons Community School offered classes in English, mathematics, and reading. Gideons also had a special program, Youth-Serving-Youth, whereby ten upper elementary school children served as tutors for children in the primary grades.

At Parks Community School pupils were required to register for the total tutorial program. Sessions were held each day after school in social studies, reading, English, science, and mathematics. The individual chose daily, based on his needs, which session or sessions he would attend. All classrooms were connecting, and the pupils were allowed to move from one to another at will.

COMMUNITY SCHOOLS' COURSE AND ENROLLMENT REPORT, 1969-70

Title of Course	Length of Course in Weeks	Enrollment in Course
Auto Mechanics	24	20
Machine Shop	24	18
Electronics	24	17
Welding	24	26
Typing I	24	31
Typing II	24	36
Basic Sewing	12	18
Advance Sewing	12	20
Tailoring	12	17
Business Career Development	10	16
Real Estate Sales Training I	12	18
Real Estate Sales Training II	12	19
Freehand Sign Lettering	12	17
Retail Communication I	14	23
Retail Communication II	14	19
Retail Mathematics I	14	22
Retail Mathematics II	14	24
Effective Speaking	10	18
Job Application Orientation	14	20
Basic Business Career Development	14	20
Commercial Floral Design and Sales	24	17
Food Preparation	10	18
Office Practice	24	30
Child Day Care Training B-1	14	26
Printing	24	20
Sewing I	48	26
Sewing II	24	14
Reupholstery	48	21
Cashier and Checking	12	17
Typing I and II	24	20
General Office Practices	12	11
GED Test Preparation	7	14
Gift Wrapping	12	10
Adult Basic Education I, II, and III	48	42
Floral Sales and Designs	36	14
English	12	12
Religious Philosophy	36	13
Shorthand	12	9
Art	12	10
Physical Fitness (Men and Women)	24	26

Title of Course	Length of Course in Weeks	Enrollment in Course
Child Care (Basic I)	10	21
Sewing	33	30
Home Maintenance	32	12
Adult Typing	6	21
Preparation for Civil Service and GED Tests	33	17
Radio and Television Repairing	17	6
Adult Basic Education	33	17
Flower Arrangement	12	12
Modern Mathematics for Adults	8	6
Sewing	12	17
GED Test Preparation	12	27
Physical Fitness	12	20
Ceramics I	12	23
Ceramics II	12	15
Practical Law	12	15
Typing I	26	18
Typing II	10	13
Basic Sewing	26	30
Advanced Sewing	26	21
Adult Basic Education	52	36
Child Care I	6	17
Child Care II	8	14
Public Speaking	8	13
Physical Fitness (Women)	6	19
Karate	12	21
General Mathematics	6	11
Communications	4	13
GED Test Preparation	26	10
Typing I (Beginning)	30	18
Typing II (Advanced)	30	20
Adult Basic Education	30	13
Sewing	30	23
Music	15	15
Driver Education	6	3

Objectives for 1970-71

In June, 1970, the following objectives were selected for the Community Schools and Tutorial Program during 1970-71:

A. To provide instruction and training in employable skills. Such courses will include the following:

1. General Basic Education
2. High School GED Test Preparation
3. Auto Mechanics
4. Welding
5. Drafting and Blueprint Reading
6. Basic Electronics
7. Shipping and Receiving
8. Millinery
9. Small Business Management
10. Job Application Orientation
11. Freehand Sign Lettering
12. Upholstering
13. Cashier Work
14. Printing
15. Machine Shop
16. Real Estate Sales Training
17. Route Selling
18. Sheet Metal
19. Leadership Training
20. Retail Mathematics
21. Typing
22. Shorthand
23. Office Practice
24. Tailoring
25. Child Day Care Training.

B. To present a program of courses which will offer enrichment and pleasure to the individual. Such courses will include the following:

1. Sewing
2. Cake Decoration
3. Home Maintenance and Beautification
4. Ceramics
5. Physical Fitness
6. Karate
7. Flower Arrangement
8. Child Care
9. Hobby and Art Classes
10. Religious Philosophy

C. To disseminate professional and nonprofessional employment opportunities within the community. This will be conducted by the Model Neighborhood Area staff members. In addition to the objectives previously listed, the Community School Program will provide recreational and community involvement activities. These activities will include softball, basketball, billiards, volley ball, and community suppers.